

**A RESOURCE GUIDE OF
HISTORICAL SITES IN
NORTHWESTERN OHIO**

MASTER'S PROJECT

**Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirement for the Degree
Master of Science in Education**

by

**Charles H. Hawkins
School of Education
UNIVERSITY OF DAYTON**

July, 1993

Approved by:

Official Advisor

TABLE OF CONTENTS

	Page
Chapter I Introduction.....	1
Chapter II Literature Review.....	3
Chapter III Procedure.....	8
Chapter IV Results.....	10
Chapter V Summary, Conclusion, Recommendations	30
Bibliography	32

CHAPTER I INTRODUCTION

Purpose of the Study

Teachers of social studies have a wide variety of methods and materials available for their use. Methods can range from lecture to cooperative learning to the use of direct and relevant experiences. Materials can range from the traditional textbook to the use of computer software. Through the utilization of these methods and materials, the teacher is able to further the social studies objectives (Hopkins, 1988). Field trips to museums and historical sites provide direct and relevant experiences that can be used to greatly enhance teaching effectiveness and add excitement to the curriculum (Olcott, 1987).

For social studies teachers who teach American history, there seems to be much information about museums and historical sites that can be coordinated into the curriculum. Examples found during the literature review concerned field trips to Gettysburg, Montpelier and many other places. Each related specifically to American history. A search of the local library showed much information on national historical sites.

For social studies teachers who teach Ohio history, there seems to be little available that can be directly related to the course of study that involves field trips. Little information was found during the literature review, and only a few pamphlets directed at tourists were found elsewhere.

This study has attempted to provide a usable resource guide that teachers of Ohio history can use to effectively enhance their teaching. It provides the information necessary to conduct successful field trips to important historical sites in northwestern Ohio and directly relates these trips to objectives in the Ohio history course of study.

Statement of the Problem

The purpose of this study was to develop a resource guide of historical sites in northwestern Ohio for use by middle school teachers of Ohio history.

CHAPTER II

LITERATURE REVIEW

Reasons for Taking History Field Trips

One reason for taking a field trip is that it adds to the variety of teaching methods and helps to accommodate different learning styles. Hopkins (1988) discussed the importance of maintaining the unique differences that each individual child possesses. To accomplish this, he emphasized the need to go beyond the traditional textbook method of teaching and use all the methods and materials available in an attempt to accommodate each and every style of learning. Hopkins suggested that an important method for teachers of social studies to use is the field trip. A study by East Stroudsburg University in 1983 emphasized these same points. This study stated that by using field trips to focus on an individual students strengths, these activities would help accommodate various learning styles.

Another reason for taking a field trip is that field trips can add much excitement to the curriculum. Olcott (1987) discussed this in his research on field trips to Gettysburg, Pennsylvania. He mentioned several ways in which this field trip added excitement to what he was teaching. These included using a problem solving approach at the battlefield itself, reading an historic account at the actual site of what was being described, having students locate

regimental positions of ancestors who fought in the battle, and playing Civil War music during the trip. He also mentioned the excellent programs with well informed guides offered by many museums and historical sites and added that many places will customize a field trip for a specific class.

A reason for taking a field trip to a museum is that it is recognized as a valuable educational experience by history teachers. Hensley (1988) stated that field trips to museums and other historical sites can provide the resources to capture the sights, sounds, and smells of the past.

Another reason for taking a history field trip is that they can be used to teach concepts which are the foundation of the teaching of social studies. Ahern (1991) stated that to teach students concepts which are basically abstractions, teachers must provide concrete examples. Success in teaching these concepts may be determined by the number of concrete examples and how creative we are in using these examples. Field trips provide many concrete examples of concepts, and provide a creative way of using them.

Learning should be essentially an active process is another reason for taking history field trips. Field trips certainly provide an active learning situation. Fazey and Rabbett (1981) felt that the teaching of social studies should be concerned with how students learn as well as with what they learn.

Out of class experiences, such as field trips, provide learning that is less easily forgotten and provide intrinsic motivation. Massey (1979) felt that these were the main advantages of what he called experiential learning. If this type

of learning situation is done properly, it can show students how to solve problems, help meet their individual needs, present them with challenging situations, and teach them to communicate effectively with each other.

Seven reasons for taking students on history field trips were discussed.

In the next section the author discusses factors in conducting a successful field trip.

Factors in Conducting a Successful Field Trip

The key factor in a successful field trip is planning. Armstrong (1980) stated that planning can ensure that the learning that occurs measures up to the student's enthusiasm for the field trip. He discussed numerous items that need careful planning such as transportation, parental permission forms, cooperation between the teacher and school administrators, organization of the trip itself, and specific tasks for the students to accomplish. Biermann (1990) also stressed planning and provided a step-by-step outline for a trip to Montpelier. He included items to prepare the student for the trip and follow-up activities after the trip. Clark (1973) also emphasized the importance of planning and listed fourteen items that should be included in the planning. Additional items mentioned by Clark include collecting of funds, providing for safety, setting rules of conduct, and arranging for other teachers and parents to help the teacher. McGaughey (1987) felt that making parents and colleagues aware of the educational nature of the trip would help to ensure its success.

Another factor in a successful field trip is the teacher taking the time to fit it into the curriculum in a meaningful way. Olcott (1987) provided a list of ways to accomplish this. These include the following: pre-teaching, identifying problems, memorizing, re-teaching at site, using the written word, using primary sources, using historical preservation, solving problems and constructing projects. He then discussed each of these items.

Providing students with needed guidance during the trip can be an important factor in making it successful. Siebert (1989) stated that museums and historical sites can provide too much information for students who sometimes become confused and have difficulty determining what should be looked at briefly and what should be examined in great detail. She felt that teacher guidance during the trip should help to avoid much of this problem.

Another important factor in conducting a successful field trip is preparing students by introducing the site and its major themes within the context of the coursework. Hensley (1988) felt that this would not only make the trip more meaningful to the student but would also give the teacher the opportunity to examine other ways to use the things that will be seen during the visit.

The last factor in conducting a successful field trip is including activities that take place before, during, and after the trip. Armstrong (1980) stated that specific tasks for students must be identified and examined before the trip, and he suggested that during the trip that students be divided into groups so they can work together to accomplish a common goal. After the visit, he

recommends some type of student product be required. This could be a writing paper, making a poster, assembling a model, or the student giving a brief talk on the trip. He also felt that there should be a final debriefing of the students to pull everything together from the trip.

Several reasons for taking a field trip were given, and the factors to consider when planning field trips were listed.

CHAPTER III PROCEDURE

Review of Journal Articles

The review of journal articles related to history field trips was essential in providing the background necessary to justify taking valuable class time for out of class experiences and to insure that the resource guide that was produced provides teachers of Ohio history with a meaningful and useful document.

Many journal articles provided reasons for taking history field trips. Some are guides to other historical sites such as Gettysburg (Olcott, 1987) and Montpelier (Bierman, 1990). Others concerned visits to museums (Hensley, 1988) and others involved social studies methods (Ahern, 1991; Fazey, Rabbett, 1981; Hopkins, 1988).

These journal articles also provided the factors which should be considered in conducting a successful field trip. Examples included the following: (Bierman, 1990; Olcott, 1987; Siebert, 1989; Hensley, 1988; McGauhey, 1987).

Examination of Professional Texts

A review of professional texts provided an important reinforcement of

what was found in the journal articles. They basically emphasized similar reasons for taking history field trips and strongly emphasized the importance of planning as a factor in conducting a successful field trip (Armstrong, 1980 and Clark, 1973).

Review of Course of Study

The Ohio History Course of Study (Hardin County, Ohio) was reviewed to determine appropriate historical sites to be selected for the resource guide. Only historical sites and museums which are directly related to the course of study were selected.

Visitation to Historical Sites

All historical sites selected for inclusion in the resource guide were visited. The purpose of this visit was to obtain appropriate information for the resource guide. This visit also helped to ensure that the site was worthwhile, safe and available for student visitation.

Review of History Texts

American history texts and Ohio history texts were reviewed to obtain historical background on each site selected for inclusion in the resource guide.

Examination of Maps

Maps of Northwestern Ohio were examined to provide the location of each site. A map showing the location of each site is included in the resource guide.

CHAPTER IV

RESULTS

A RESOURCE GUIDE OF HISTORICAL SITES IN NORTHWESTERN OHIO

CHARLES H. HAWKINS

ADA HIGH SCHOOL

ADA, OHIO

TABLE OF CONTENTS

Introduction

Historical Sites

- 1. Fort Meigs**
- 2. Side Cut Park**
- 3. Perry's Victory and International Peace Memorial**
- 4. Hayes Presidential Center**
- 5. Upper Sandusky**
- 6. McCutchen Overland Inn**

INTRODUCTION

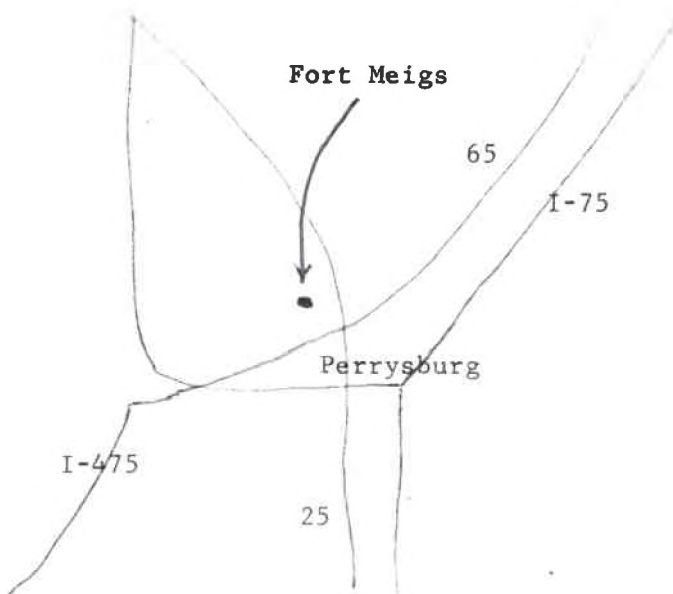
Field trips to museums and historical sites provide direct and relevant experiences that can be used to greatly enhance teaching effectiveness and add excitement to the curriculum. This resource guide provides usable information that teachers of Ohio history can use to effectively enhance their teaching. It provides the information necessary to conduct successful field trips to important historical sites in northwestern Ohio and directly relates these trips to objectives in the Ohio history course of study.

Fort Meigs

Address:

Fort Meigs State Memorial
P. O. Box 3
Perrysburg, Ohio 43351

Map:



Contact Person:

The Curator

Phone Number:

(419) 874-4121

Times and Dates When Open:

School group tours by reservation only

Wed. - Fri.

9:30 to 5:00

Things to See and Do:

War of 1812 Fort containing seven blockhouses.

Cannons and other war implements.

Fort Meigs Monument.

Costumed demonstrations arranged by request.

Historical Background:

During the War of 1812, William Henry Harrison built Fort Meigs to protect Ohio and the Northwest from British and Indian attack. It was built on a strategic location overlooking the Maumee River and named for Ohio's governor, Return Jonathan Meigs. Harrison and his soldiers at Fort Meigs helped prevent the British from coming into the central part of Ohio and paved the way for Oliver Hazard Perry's victory over the British on Lake Erie.

Pre Visit Activity:

Have students identify each of the following terms:

1. The War of 1812
2. William Henry Harrison
3. Maumee River
4. Return Jonathan Meigs
5. Tecumseh

6. The Northwest Territory

7. Oliver Hazard Perry

Post Visit Activities:

- 1. Have students write an essay on what life was like for the soldiers in Fort Meigs.**
- 2. Have students build a model of Fort Meigs.**
- 3. Have a class discussion on what would have happened in Ohio if the British had captured Fort Meigs.**

Summary:

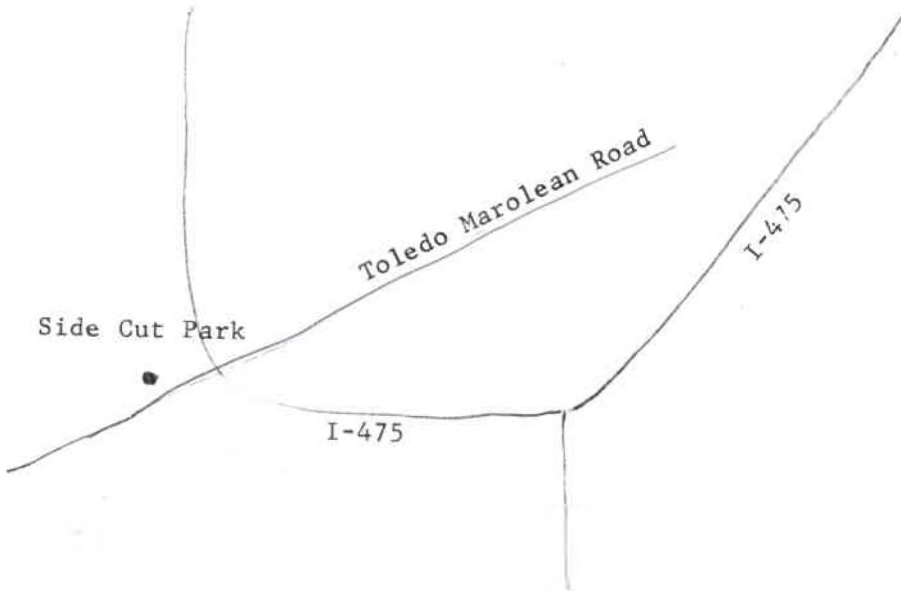
Fort Meigs is an excellent field trip which should help provide the student with an understanding of Ohio's role in the War of 1812. Restrooms and picnic facilities are available.

Side Cut Park

Address:

Toledo Marolean Road
Maumee, Ohio 43537

Map:



Contact Person:

Not Available

Phone Number:

Not available

Times and Dates When Open:

Daily

Daylight Hours

Things to See and Do:

The Miami and Erie Canal

Canal Locks

Towpath

Elaborate signs explaining how the canals and locks functioned.

Historical Background:

Construction began on the Miami and Erie Canal in 1826 and it connected Toledo and Cincinnati. Side Cut Park contains the remnants of two canal locks that brought the canal boats from the north down to the canal. The canal took twenty years to complete and helped to bring prosperity to Ohio.

Pre Visit Activity:

Have students identify each of the following terms:

1. Miami and Erie Canal
2. Locks
3. Towpath
4. Canal Boats

Post Visit Activities:

1. Have students write an essay on the importance of canals to Ohio's development.

2. Have students construct posters showing how canal locks operated.
3. Have a class discussion on why the period of useful operation of the canals was very short.

Summary:

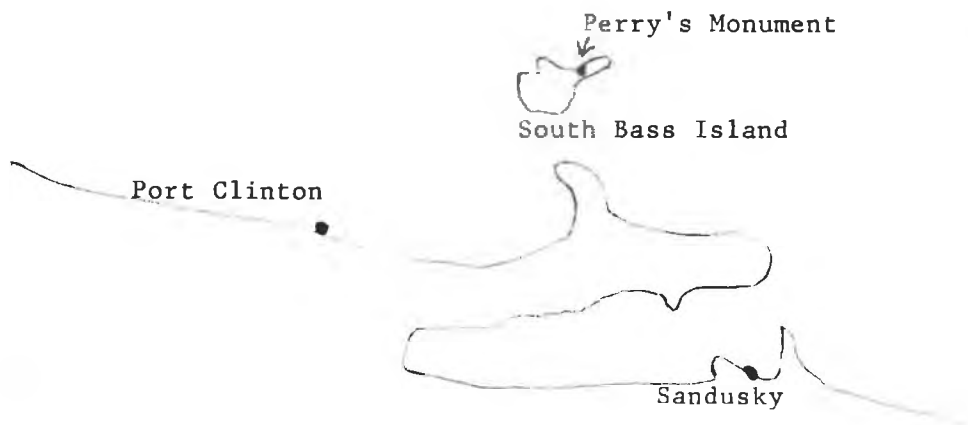
A trip to Side Cut Park will give the student an excellent view of the operation of the canals and specifically the operation of locks. The signs explaining the operation are elaborate, colorful, and easy to understand.

Perry's Victory and International Peace Memorial

Address:

Put-in-Bay
Ohio 43456

Map:



Contact Person:

Not Available

Phone Number:

Not Available

Times and Dates When Open:

Daily from early May until late October
9:00 - 6:00

Things To Do and See:

The 353 foot monument to Perry's victory

Observation platform where the battle site can be seen.

Bronze urn containing the remains of three British and three American officers killed in the Battle of Lake Erie.

Giftshop with model of Perry's flagship.

Historical Background:

On September 10, 1813, Commodore Oliver Hazard Perry's fleet of nine ships defeated and captured six British ships a few miles northwest of Put-in-Bay. This battle proved to be the turning point of the War of 1812 and it neutralized the British naval presence on Lake Erie. The memorial commemorating this victory was completed in 1915 and declared a national monument in 1936 by proclamation of President Franklin D. Roosevelt. The monument symbolizes nearly two centuries of peace between the United States and Canada.

Pre-Visit Activity:

Have the students identify each of the following terms:

1. Put-in-Bay
2. Oliver Hazard Perry
3. U.S. Brig. Niagara

4. The Battle of Lake Erie

Post Visit Activities:

1. Have students construct a poster showing Perry's flagship.
2. Have students write an essay about how the Battle of Lake Erie affected the War of 1812.
3. Have a class discussion on how the memorial symbolizes the relationship between the United States and Canada.

Summary:

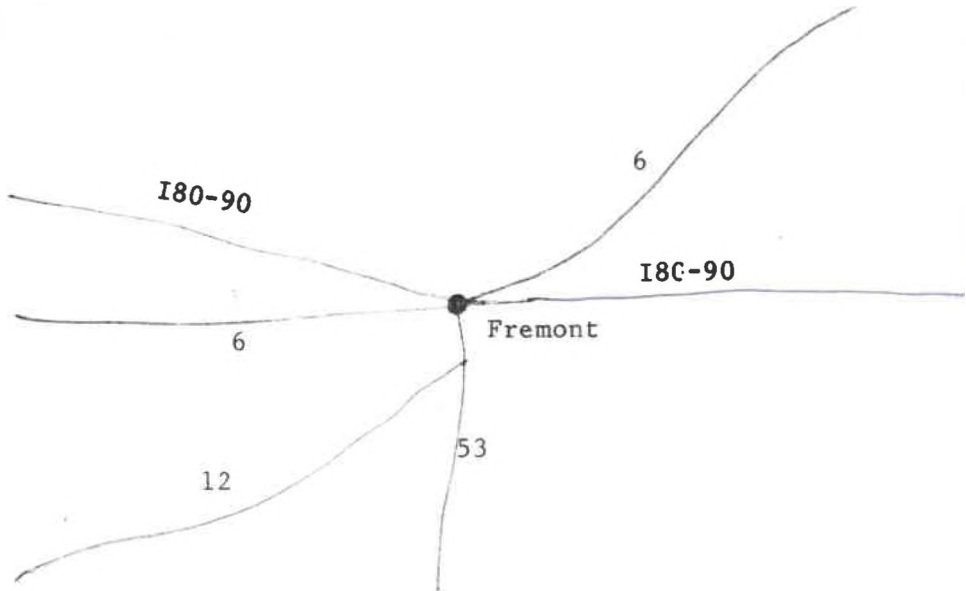
Perry's memorial is a very interesting place to visit and the observation deck provides an outstanding view. Not only can the site of the Battle of Lake Erie be seen, but on a clear day Detroit and Canada can also be seen. The main drawback to this trip is that Put-in-Bay must be reached by boat. This is relatively expensive and time consuming even though it can be an interesting experience for the students. Ferries are available from Port Clinton, Sandusky, and Catawba Point.

Hayes Presidential Center

Address:

Buckland Avenue
Fremont, Ohio 43420

Map:



within Fremont, follow Hayes Center signs

Contact Person:

Not Available

Phone Number:

(419) 332-2081

Times and Dates When Open:

Monday through Saturday

9:00 - 5:00

Sunday and Holidays

12:00 - 5:00

Things to See and Do:

The Hayes Mansion

The Hayes Library

Wooded 25 acre estate

Antiques, personal papers, diaries, and scrapbooks

Historical Background:

Rutherford B. Hayes was the 19th President of the United States and the third President from Ohio. He was elected in 1876 in a controversial election against Samuel Tilden and promised to withdraw the United States troops from the South which he did in 1877.

Pre Visit Activity:

Have the students research the life and career of President Hayes. They should include the following information:

1. Personal background
2. Career prior to the Presidency

3. Political background
4. Accomplishments as President

Post Visit Activity:

1. Have students write a report on the type of life lived by Hayes based on what they saw in his mansion.
2. Have a class discussion evaluating Hayes as President of the United States.

Summary:

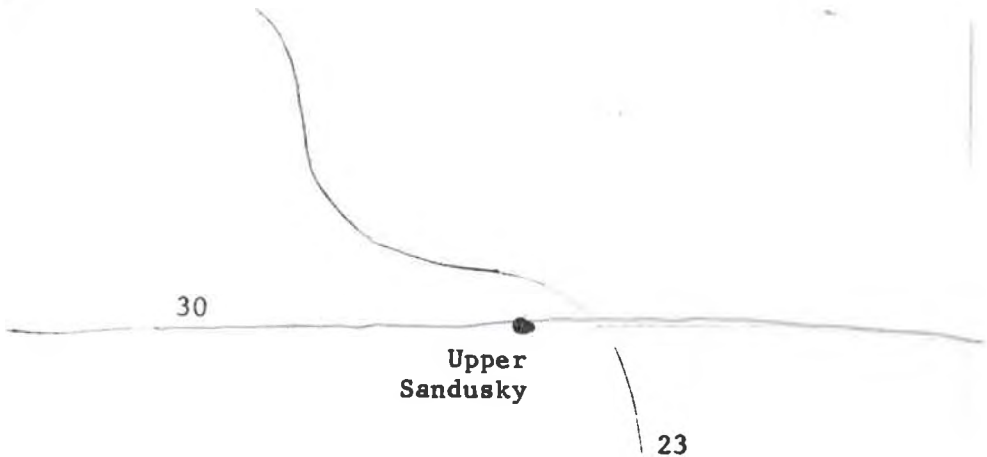
The Rutherford B. Hayes Presidential Center provides the student with the opportunity to obtain an excellent insight into the life of one of Ohio's Presidents. The Center is open year round, all indoor facilities are air conditioned and gift items can be bought at the museum store.

Upper Sandusky, Ohio

Address:

130 South Seventh Street
Upper Sandusky, Ohio 43351

Map:



Contact Person:

Paula Cash

Phone Number:

(419) 294-3857

Times and Dates When Open:

Thursday through Sunday

1:00 - 4:30

May 1 - October 31

Group reservations available

Things to See and Do:

Wyandot County Museum

One-room Schoolhouse

Wyandot Indian Mission

Old Indian Mill

Historical Background:

As the last home of the Indians in Ohio, specifically the Wyandots, Upper Sandusky today contains much evidence of its Indian heritage. The Wyandot Indian Mission built in 1824 by the Black Methodist missionary, John Stewart, the Old Indian Mill on the Sandusky River where the Indians and pioneers came to grind their corn, and the many artifacts in the museum. One can also see what nineteenth century education was like in Ohio by visiting the one-room schoolhouse.

Pre Visit Activity:

Have the students identify each of the following terms:

1. Wyandot Indians
2. Sandusky River
3. John Stewart
4. One-room schoolhouse

Post Visit Activities:

1. Have the students write an essay on the role of missionaries in nineteenth century Ohio.
2. Construct a poster showing the operation of the Old Indian Mill.
3. Have a class discussion on why the Indians were forced to leave Ohio.
4. Have a class discussion on how the schools of today differ from the one-room schoolhouse.

Summary:

A field trip to Upper Sandusky can be very rewarding to the student of Ohio history especially when studying the lives of Native Americans. Ample time should be given to visiting all sites mentioned. Each is unique and worthwhile.

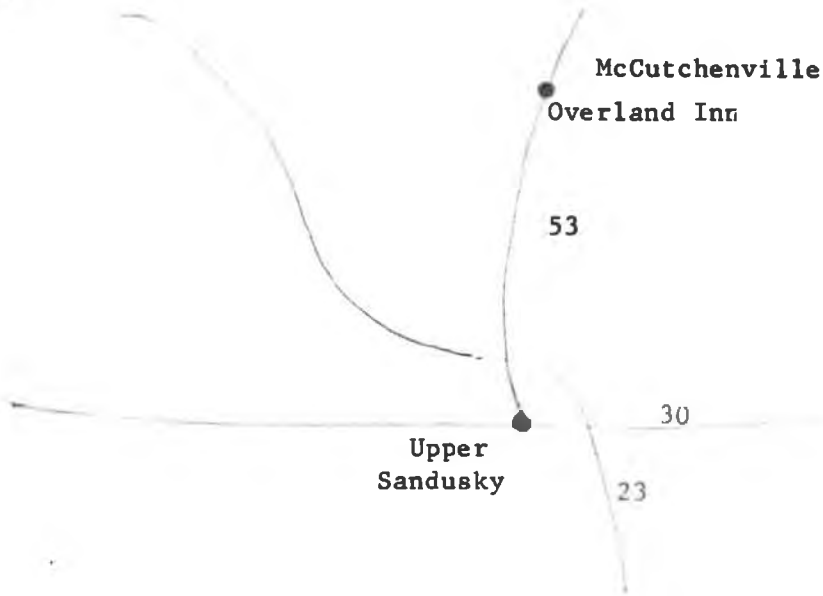
McCutchen Overland Inn

Address:

State Route 53

McCutchenville, Ohio 44844

Map:



Contact Person:

AnnaBea Heilman or Florence Wagner

Phone Number:

(419) 981-2052

Times and Dates When Open:

Thursday through Sunday

1:00 - 4:30

June 1 - October 31

Group Reservations Available

Things to See and Do:

Completely restored nineteenth century inn.

Historical Background:

Since most trips by horseback or stagecoach during the nineteenth century were of more than one day duration, inns became very important to travelers. The inns provided a good meal, the company of other travelers, and a comfortable place to sleep.

Pre Visit Activity:

Have the students write an essay on the importance of inns to nineteenth century travelers.

Post Visit Activity:

Have students do a comparison between early inns and today's motels.

Summary:

The McCutchen Overland Inn is an excellent example of the inns available to travelers in early Ohio. This trip could be done in conjunction with a trip to Upper Sandusky.

CHAPTER V

SUMMARY, CONCLUSION, RECOMMENDATIONS

Summary

For social studies teachers who teach Ohio history, there seems to be little available that can be directly related to the course of study that involves field trips. Little information was found during the literature review, and only a few pamphlets directed at tourists were found elsewhere.

This study has attempted to provide usable resource guide that teachers of Ohio history can use to effectively enhance their teaching. It provides the information necessary to conduct successful field trips to important historical sites in northwestern Ohio and directly relates these trips to objectives in the Ohio history course of study.

The purpose of this study was to develop a resource guide of historical sites in northwestern Ohio for use by middle school teachers of Ohio history.

The procedure involved a review of journal articles, an examination of professional texts, a review of the Ohio History Course of Study, visitation to historical sites, a review of history texts, and an examination of Ohio maps.

The result was a resource guide of six historical sites in northwestern Ohio for use by middle school teachers of Ohio history. The resource guide contains the following information on each site: location, contact person,

phone number, times and dates when open, things to see and do, historical background, pre visit activities, post visit activities, summary, and conclusion.

The writer feels that the teaching of Ohio history can be greatly enhanced by the use of field trips. There are numerous historical sites which require little travel that are available. With adequate planning, the teachers of Ohio history can provide successful experiences for their students.

Recommendations

The writer of this study strongly recommends that teachers of Ohio history use field trips to provide direct and relevant experiences that can be used to greatly enhance teaching effectiveness and add excitement to the curriculum. In addition, the author feels that the use of this resource guide will greatly assist the teacher in accomplishing this.

BIBLIOGRAPHY

- Ahern, John. "Activities to Facilitate Concept Attainment. Social Studies and the Young Learner 3 (January-February 1991): 1-4.
- Armstrong, David G. Social Studies in Secondary Education. New York: Macmillan Publishing Co., Inc., 1980.
- Bierman, Melanie. Madison, Montpelier and the Constitution: A Field Trip Experience for Students. Washington, D.C.,: National Trust for Historic Preservation, 1990.
- Clark, Leonard H. Teaching Social Studies in Secondary Schools. New York: Macmillan Publishing Co., Inc., 1973.
- East Stroudsburg University, Museums and Other Resources in Education. Center for the Arts in Education, 1983.
- Fazey, Anne and Peter Rabbett. "What are we Doing in Social Studies?" ____ Bulletin of Environmental Education 123 (July 1981): 21-24.
- Hensley, John. "Museums and Teaching History." Teaching History: A Journal of Methods 13 (Fall 1988): 67-75.
- Hopkins, Gerald F. "The Problem and Definition of Terms Used." Reading Improvement 25 (Winter 1988): 326-329.
- Massey, Sara R. "Experiential Education as a Teaching Strategy." The Journal of Experiential Education (Fall 1979): 74.
- McGaughey, Robert. "Strategies for Canadian-American Relations." History and Social Science Teacher 23 (Fall 1987): 35-38.
- Olcott, Mark S. "A Field Trip to Gettysburg: A Model Experience." The History Teacher 20 (August 1987): 87-96.

Siebert, Sue Ann. "The Magic of Museum." Michigan Social Studies Journal
4 (Fall, 1989) 39-42.